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AUTHOR Carroll, Frances Laverne; Beilke, Patricia F.
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ABSTRACT

This paper, jointly sponsored by Unesco and the International Federation of Library Associations and Institutions presents guidelines to assist in the development of school library media center programs. The guidelines suggest a commitment to goals, a desired direction of development, and practical methods of procedure. The section on personnel discusses management of school library media programs, selection of leadership positions for geographic region and school systems, competencies required of school library media specialists, and the development of media center staffs. Under Selection and Acquisition of Materials, guidelines are presented for the development of a collection of print and audiovisual materials, systematic collection building procedures, provisions for specific types of materials, the apportioning by subject areas, and the proper and full use of the school library media center. Provisions for housing the collection which are described include internal design arrangements, furnishings, and equipment. The focus is on materials-based learning for which schools must determine their own readiness. The outlines of the necessary staff, materials, and facilities are intended for use by school library media centers to ascertain their level of development and project their goals for the future. (RAA)

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

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# GUIDELINES FOR THE PLANNING AND ORGANIZATION OF SCHOOL LIBRARY MEDIA CENTRES

by

Frances Laverne Carroll

and

Patricia F. Beilke

—

Preliminary version

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## *P R E F A C E*

*These guidelines (preliminary version), produced under contract between Unesco and the International Federation of Library Associations and Institutions (IFLA) have been prepared by Dr. Frances Laverne Carroll, School of Library Science, University of Oklahoma, former chairperson of the IFLA section of school libraries and Dr. P.F. Beilke, School of Library Science, Emporie, Kansas State College, chairperson of the Research and Statistics Committee of the International Association of School Librarianship.*

*This work identifies the rôle and the functioning of a school library media centre in the present day society, considering that "its programs should change continually to meet new demand and needs in the communication of facts, ideas and concepts".*

*This preliminary version, issued in a restricted number of copies, is being circulated to National Commissions with a view to obtaining their comments prior to the final editing.*

*The opinions expressed are the authors' and do not necessarily reflect the views of Unesco.*

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# INTRODUCTION

> "Recognizing that information has become an essential basis for the progress of civilization and society and that by improving human relationships in their own societies and between peoples of different cultures and traditions, it contributes to better understanding and world-cooperation..." [1]

(1) UNESCO, the United Nations Educational, Scientific and Cultural Organization, views the school library media centre as a significant force in education and international understanding; and it encourages the use of Guidelines for the Planning and Organization of School Library Media Centres which describes the potentialities of the programs of a school library media centre. The major purpose of the Guidelines... is to provide a publication for reference in the planning and organizing of a library media centre for the students and the teachers in a primary, secondary, technical or professional school. The need for this publication emerged from discussions between officials of UNESCO and IFLA (the International Federation of Library Associations and Institutions), and the format of the publication is similar to that of the Standards for Public Libraries, (UNESCO, 1973). (See Appendix I, Report on Development of Guidelines...)

(2) The need for the establishment of more school library media centres at the primary level is apparent in observing conditions in the world. Education is available to the greatest number at the primary level and may be the only education received by many; therefore, it is extremely important that students have access to a school library media centre in a primary school. If a school is committed to establishing an environment that will encourage students to become learners all of their lives, the school should provide a school library media centre whose programs can be experienced early in a child's education. These programs take advantage of the enthusiasm of children and school library media

1. UNESCO, Intergovernmental Conference on the Planning of National Documentation, Library of Archives Infrastructure, Paris, 23-27 September, 1974, Final Report. COM/MD/30 (Paris, Unesco, 1975) p.14.

centre personnel for learning which is expressed through the sharing of the materials of the school library media centre.

(3) Technical and professional schools may be under the same educational authority as primary and secondary schools and, therefore, should be included in overall plans for library development. Technical schools with fulltime and parttime students may be strongly influenced by industrial organizations or trade unions especially where strong apprenticeship systems utilize the technical schools. Professional schools are those considered to be for a single purpose, such as dentistry, architecture, or education. The Guidelines for the Planning and Organization of School Library Media Centres should be useful to all of these types of schools which have a common purpose and similar conditions of development.

(4) The programs of the library media centre are a vital part of the instructional program of any school. The linking of human resources and technology in the programs of the school library media centre enables the teacher to interact with the student in a manner emphasizing learning rather than teaching. Although the media programs function in classrooms, laboratories, homes, and the community, the base from which they operate is the school library media centre. It provides resources which communicate information, ideas, and feelings and does not recognize any limits to learning. The school library media centre's programs are more important than the terminology applied to the place, which may be called a school library, learning resources centre, instructional materials centre, or school library resource centre. The term, school library media centre, has been used throughout the Guidelines for the Planning and Organization of School Library Media Centres, not only to be consistent but also to emphasize that the centre functions both as a traditional library with print materials and as a media centre with audiovisual materials.

A school library media centre is defined as a collection of print and audiovisual materials centralized in each school under the supervision of professionally qualified school library media specialists. Program is defined as all those activities emerging from and stimulated by the school library media centre and involving the use of media by students and teachers. Cultural information and information derived scientifically support these programs; and, therefore, the activities should not be limited to those emphasizing materials related to the curriculum. Activities which emphasize a creative approach to leisure time and utilize appropriate recreational materials are anticipated and often are shared with other libraries and community agencies. The school library media centre which provides an environment conducive to self-discovery, inquiry, and self-direction is recommended. The school library media centre and its programs should change continually to meet new demands and needs in the communication of facts, ideas, and concepts.

(5) A school library media centre serves teachers and students who are usually from 3 to 23 years of age and who may be enrolled in the primary or secondary schools; combination primary-secondary schools; technical or professional schools; or colleges, institutes, or faculties. Persons of mature age are also served by library media centres, especially those of technical and professional schools, since retraining is becoming increasingly important for them. Each member of each educational community needs close and immediate access in the educational facility to an organized collection of library materials, print and audiovisual; appropriate means for gaining access to these materials; and other library media services provided by the school library media centre staff appropriate to the educational, vocational, informational, recreational, and cultural needs and interests of the person.

The Needs For A School Library Media Centre

(6) A school library media centre should be developed through cooperative planning to meet:

i. The need to support evolving curricula,

ii. The need of each individual for resources and retrieval skills,

iii. The need of society through its schools to achieve its purposes as expressed in the Universal Declaration of Human Rights.

In all instances the planning and development of a school library media centre should be adapted to the local situation. Whenever possible, the processes of cooperative planning should include the developemnt of one or more advisory committees of administrators, teachers, and users which will meet with the school library media specialist. The deliberations of these advisory committees provide guidance for development of the following:

i. Written goals and objectives,

ii. Determination of priorities among the goals and objectives,

iii. Determination of preferred procedures for meeting the goals and objectives according to the established priorities,

iv. Continuing evaluation summarized at regular periods of time to indicate the extent to which the goals and objectives are being fulfilled.

(7) Educational research recognizes the uniqueness of the individual learner, the complexity of the learning process, and an advanced technology which has extended traditional methods and materials to meet the needs and concerns of teachers and students. A multisensory approach to learning reaches a broad range of students with varying backgrounds, abilities, needs, and interests. A school library media

centre's programs become a fundamental part of the total educational process as they support, extend, and enrich evolving curricula for the achievement of the educational goals of the school. As a concomitant to important developments in education and society, such as the world-wide concern with curriculum reform, new teaching methods, and the growth of a communications technology, education administrators and teachers in many countries are becoming increasingly aware of the importance of establishing or developing, in their respective schools or school systems, dynamic library media centres to improve the quality of formal education and to facilitate lifelong lear ning and self-education. A vital aspect of the development of school library media centres is the continuing effort of tertiary institutions to acquaint student-teachers with school library media centres both through courses dealing with materials related to curricula and through the expansion of the libraries of tertiary schools into library media centres. The courses should extend their knowledge of the services of a school library media centre and its use as an educational tool; introduce the use of media in teaching, especially the literature of children and young adults; and include the skills of using a school library media centre.

(8) Each individual needs information to deal with the demands of everyday life, communicate with other individuals and groups, and grow in meaningful ways. Each nation needs citizens who can use information. School library media centres can help individuals and nations to meet these needs. The school library media centre plays an essential part in preparing each student for a role in society and contributing to the student's concept of information and knowledge of information sources. The school library media centre can more easily assist in these efforts if it functions within the framework of a national information system.

The Purpose Of A School Library Media Centre

(9) The specific purpose of a school library media centre is to be the means for the implementation of a comprehensive program which will assist the school to meet its goals. The goals of the school are to assist individuals to develop their human potentialities and to assist society to meet its goals. School library media centre specialists should make contributions in the following areas:

i. Learning to Read, View, and Listen,

- Making available appropriate material to students and teachers at the time they are needed to satisfy educational assignments and personal interests. Literacy requires special attention. Although reading materials are carefully selected and emphasized to improve the reading abilities of students, viewing and listening activities to stimulate an interest in the development of reading skills are necessary for some individuals.
- Providing experiences with literature which enrich students' lives and transmit the cultural heritage.
- Developing specific reference skills in the evaluation of information to answer educational and individual needs and interests. While some students are provided with a bewildering variety of materials, others have very few if any. Both need to learn to handle information with discrimination.

ii. Curriculum and Planning,

- Assisting teachers and students to become familiar with the best available materials, print and audio-visual, in all fields of knowledge.
- Working with teachers and educational agencies to learn about new trends in subject areas and effective methods of teaching.

- Participating in community life to find materials locally which may be available for educational purposes, cooperating with other libraries, and relaying information concerning cultural activities and lectures which teachers and students may wish to know.

- Providing a systematic plan of instruction in the methods of using information during the student's earliest years so that the obtaining of information, knowledge of information sources, and skills in using a variety of information forms become a normal and regular process in each student's life. Instruction in the earliest years may include: library games, storytelling, media presentations, and book discussions.

iii. Development of Instruction,

- Assisting teachers and students to approach education in effective, informative, and interesting ways. In some instances, this assistance implies that school library media centre personnel will work with teachers to develop systematically-sequenced learning activities to accomplish specific learning objectives. In some instances, this assistance implies that school library media centre personnel will work with students to develop media presentations for the classroom (posters, charts, oral history recordings, slide/tape presentations, or 8mm. film productions).

- Assisting inservice teachers to learn promising new ways of using materials and equipment to meet learning needs.

- Developing programs to increase students' listening and viewing skills. The programs should be cooperatively planned with teachers so that the skills correlate with the objectives of the instructional activities. Administrators of

schools can facilitate appropriate cooperative planning by providing time within the school day and exhibiting personal interest in cooperative planning.

iv. Design and Production,

- Providing instruction for students and teachers in useful ways of changing information from one medium to another. There is a tradition of changing oral messages into written history or stories. Now it is possible to take the written message and change it into visual, recorded, or audiovisual forms. Where the production of media is centralized at the school system, state, or national level, the need for the school library media centre to function as a design and production centre may be adapted to provide added opportunities for students to develop media presentation as approaches to learning. Graphics, slides, and tape recordings are particularly well suited to production in the school in this situation.

Each school must determine the priorities among the purposes of its library media centre program. Each school should initiate some activities in support of each of the above areas, but overextension should be avoided by clearly defining programs for the school library media centre and providing sufficient resources to implement them.

(10) A major way for the school library media centre to assist the school in the educational process is to provide students and teachers with a range of carefully selected printed and audiovisual materials, organized and indexed for efficient retrieval and use. The learning that results from the locating and using of these materials is the foundation for the mastery of any subject. From the school library media centre should emanate the essential materials and equipment needed to implement curriculum designs, support and enrich classroom

instruction, and stimulate and assist group and individualized learning as well as self-instruction. School library media specialists should be included in meetings concerning changes and implementation in curricula. When the needs of the educational community warrant it, the school library media centre should be staffed and open for service in the evening, on the weekends, and during school vacation periods. Whenever a school library media centre cannot be open for extended hours, students and teachers should be able to take materials out of the centre for overnight or for the weekends. The operation of the centre should always facilitate rather than restrict use.

(11) A central index to all materials should be maintained in the centre. The organization of all the materials in a school library media centre should be according to an acceptable system for classifying and descriptively cataloguing the materials. A high priority in the organizational system should be a subject approach to all available materials which is extensive, easily used, and reflects local needs. The indexing system should be evaluated periodically to ensure that users are finding the information they need. Whenever possible and economically feasible, the preparation of the information by means of electronic data processing should be provided. Information for users about new materials may be available more quickly and the cost of personnel lessened with this method.

The Development Of A School Library Media Centre

(12) School library media centres already exist in some localities, but countries and regions are at different stages of development. Plans for the development of a school library media centre should be evaluated on the basis of information accumulated from individual schools on the following points:

i. The extent to which the school library media centre contributes to the educational objectives of the school and to the educational pattern of the school or school system,

ii. The extent to which available materials in the school library media centre are used by students and teachers to meet actual needs,

iii. The extent to which each school can progress in meeting approved standards for the staff, materials, and facilities of the school library media centre.

An early and clear perception of how the school library media centre can potentially serve the users will accelerate development.

(13) A legal basis with enabling policies may facilitate the integration of the concept of the school library media centre into library and educational planning at the national, state, and local levels. Adequate annual expenditures are needed for the establishment and improvement of the school library media centre. Monies should be provided regularly in the budget of the sponsoring agency which can only be used for the development of a school library media centre. The head of the school library media centre should be able to justify the use of the funds under the following categories, but with discretion to transfer funds for good reason:

i. Salaries for professional, technical and clerical personnel,

ii. Physical facilities,

iii. Information, to be provided through all forms of media appropriate for specific instructional and recreational programs,

iv. Maintenance of the media and equipment,

v. Library media centre instructional programs for teachers and students,

vi. Travel funds for participation of staff in professional meetings.

A school should develop a manual as a tool for the staff to implement school library media centre programs. Standardization of the terminology and of the quantitative methods used in reporting should be maintained to increase the accuracy and facilitate the comparisons of reports.

(14) The Guidelines for the Planning and Organization of School Library Media Centres suggest a commitment to goals, a desired direction of development, and some practical methods of procedure. While the operation of the programs will differ at national, state, school system, and school levels, the basic philosophy of the educational use of media remains the same. Experience has shown that certain quantities of tangible materials, machines, money, space, and people, have a greater likelihood of producing desirable results in relation to specific educational goals and objectives. Experience has also shown that without certain minimums of these tangibles very limited educational opportunities are provided. See Appendix II for quantitative tables referring to staff, collection, and space. The Guidelines..., when quantitative, aim to provide goals which will act as incentives for schools and indicate proportions. The recommendations are based on a module of 500 students and a 10 year period of growth. Since the curricular needs of users in the small school are the same as those in the large school, schools with a smaller number of students are advised to attempt to meet the recommendations for the larger school. Schools with more than 500 students should increase the figures proportionately.

(15) Students should not be deprived at any time of the use of educational materials for research wherever they are located. Access to the materials of a network of libraries provides increased opportunities for individual study and adds to the student's ability to become a well-informed citizen, capable of lifelong learning in a world which is rapidly

changing. Other libraries act as a supplement before and after the school library media centre meets its own goals. The sharing of responsibilities for all or components of a school library media centre program among previously established agencies (public libraries, national libraries, houses of culture, community centres, production studios, and others) can be an adequate method of provision, but a school library media centre should avoid arrangements that result in all materials being provided by an external agency. Generally, only in the area of films, is such an agreement beneficial.

(16) Often a secondary school will have a library (usually print materials and frequently lacking professionally qualified staff) which could be converted to a media centre by the addition of audiovisual materials. The school may also have an independent audiovisual department. In this circumstance it is recommended that, wherever possible, these services be combined to form a school library media program administered as one unit within the school. Schools where such services do not yet exist should start from the outset with the concept of developing a library media centre and programs of service.

## PERSONNEL

### The Management Of School Library Media Programs

(17) The efforts of the school library media specialist should be focused on the development and management of programs of services for users. To concentrate efforts only on the organization of materials, which is a needed step of implementation, may lead to the provision of limited amounts of service. The school library media specialist should administer the programs in a manner which provides for comprehensive services for users. Written goals and objectives for the services should be formulated and may most usefully be stated in terms of what the users, students and teachers, will be able to do. Advisory groups of students, teachers, and administrators can provide valuable guidance to the director of the school library media centre in the development of the philosophy and the management of the school library media centre.

(18) In communities of small size (3000 population or less), in isolated locations where materials are not readily available from other sources, or in suburban community centres, a school library media centre may need to serve the information needs of persons not attending the school. In similar situations, school library media services may be those which are offered by the public or community library. Where this is practiced, it is important to have one person responsible for work with teachers and students concerning uses of materials in the curricula although all the staff of the library should have opportunities of working with all users.

(19) In instances where a school has materials and equipment but does not have a school library media centre, it is recommended that the materials and equipment be gathered in one place as a basis for starting a school library media centre.

In this situation one staff member with appropriate qualifications with others assisting can supervise the indexing of materials and the listing of equipment for circulation. The staff member should have time within the school day for necessary administrative work. Time is needed for selection, processing, instruction, and supervision. Whenever possible, advice and guidance should be sought from the nearest school library media specialist or a regional school library media specialist.

Regional Leadership

(20) The employment of a professionally qualified school library media specialist who possesses demonstrated abilities to provide leadership in the planning and organizing of school library media programs for a geographic region or school system is an important first step in the development of school library media centres. Employment of such an individual requires that money and the authority to act be accorded to the position. The individual should plan with library and educational administrators and have funds to employ assistants as well as justify and administer a budget with which to initiate new school library media centres and to support established programs in the school library media centres in the schools.

(21) The director of school library media programs at the school system, regional, state, or national level, should be able to define, coordinate, monitor, and evaluate services planned to meet the users' needs. Users of school library media programs are primarily students and teachers; other users may include administrators, supervisors, school counsellors, and members of the local community. Staff from centralized service units should visit periodically the school library media centre to determine needs, initiate activities, and coordinate the distribution of materials.

(22) The director of a school system, regional, or state school library media program should:

i. Analyze users' needs from research and local studies of the following:

(a) Current and anticipated changes in characteristics of the users' community;

(b) Current and anticipated changes in curricula;

(c) Skills users will need for occupations;

(d) Users' informational and recreational activities;

(e) Users' preferences (visual or audio).

ii. Analyze and utilize information and services available from community agencies and industries;

iii. Analyze alternative ways of providing school library media centre services in remote or unique service areas.

Suggested possibilities may include:

Book boxes, rotating collections of materials;

Rotating professionally qualified personnel;

Mobile libraries and production units;

Instruction of teachers and parents on how to provide library media skills to users;

Library media instruction and programs via radio or satellite;

Combined school and public libraries;

Combining with a community centre which provides oth social services.

(23) The head of the school system, regional, or state school library media program should be able to do the following:

- Plan with educational administrators and users for achieving the goals and objectives of the school library media program.
- Develop policy statements to be recommended to governing bodies for their approval.
- Organize the acquiring, assigning, instructing, promoting, and releasing of personnel based on the concept of staffing according to the type of work to be accomplished. Written job descriptions for staff are recommended for professional, technical, clerical, and volunteer personnel.
- Submit budget requests justified on the basis of the needs of users.
- Organize the evaluation, selection, and acquisition procedures as well as the cataloguing, processing, and distribution systems for materials and equipment. These may take the form of cooperative acquisitions, centralized processing, union catalogs, and inter-library loans and may take place within the school system and/or through regional library networks.
- Design and carry out evaluation plans for the school library media program. The use of statistically valid sampling techniques is recommended. Sampling of uses of material and equipment within the school and the counting of items circulated are advocated. Anecdotal records, logs of work with teachers and student groups, and photographs of school library media activities can emphasize program achievements.
- Assist in locating sources for securing materials in languages other than local ones.

  Providing for translation services may be an additional cooperative activity needed at the regional level in some localities.

The School Library Media Specialist

(24) A school library media specialist should have an orientation in the principles of education, experience in a school, and competencies related to librarianship and media. Experience in the school should include the teaching necessary to carry out the educational role of the school library media centre. A professional librarian may acquire the educational background through additional courses and practice, or a teacher may acquire the skills and knowledge of a professionally qualified library media specialist through additional courses and practice. Status, promotion, and remuneration should be comparable to other specially prepared professional personnel on the faculty. Whenever possible, both men and women should be employed.

(25) Criteria for the employment of school library media centre personnel should be written and publicized according to standardized employment procedures and should evaluate the applicants' competencies and potentialities for success. A probationary period of employment should be utilized. During the probationary period the newly acquired personnel should be instructed, supervised, and evaluated according to criteria specified in the written job descriptions.

(26) Some regulations may need to be instituted to ensure that high standards are maintained for persons preparing to serve as school library media specialists. Flexibility in the requirements of the educational qualifications should permit alternatives of emphasis beyond a basic qualification in librarianship such as the following:

i. For work with children of primary or secondary schools,

ii. For special competencies in media production such as television,

iii. For a specific field of knowledge in the school curriculum.

(27) The high quality of academic programs for the preparation of school library media specialists should be ensured by maintaining parity in basic qualifications with those of other professions. The requirements for these academic programs should be regularly reviewed and revised so that the preparing agencies will have criteria as guidelines in the development of their curricula to meet the current needs of school library media specialists. Professional organizations within the school library media field of each locality can be instrumental in the development and revision of criteria.

The Staffing Of A School Library Media Centre

(28) Staff at a school library media centre level may include four kinds: professional, technical, clerical, and volunteer. The size and diversity of staff are determined by the curriculum, the number of students, the range of services provided, and the number of specialized educational programs in the school. If hours of service in the library media centre are extended beyond the regular school day, additional staff will be necessary.

(29) Professional Staff. In each school there should be at least one fulltime professional school library media specialist. To be meaningful the school library media program is an all-day program every day the school is in session, and it requires fulltime personnel. With adequate staffing, services increase. The presence of a school library media specialist on a fulltime basis leads to a significant increase in the use of a school library media centre and the fullest possible use of the materials. Plans should be made to employ an additional full-time professional school library media specialist for a school with more than 500 students. Larger schools may determine subsequent positions according to student enrolment and the nature of the media program.

(30) Professional school library media specialists need to be able to do the following:

- Discuss the functions of education and media in society and in a given community.
- Assist with curriculum development.
- Identify and utilize the various theories and methods of education.
- Study users' educational needs and interests.
- Analyze community activities and resources.
- Know the resources of the regional, state, and national libraries.
- Administer a school library media program including the following:
    - Planning goals and objectives with administrators and teachers,
    - Recommending policies to administrators for adoption by governing bodies,
    - Selecting, acquiring, and organizing materials and equipment,
    - Supervising technical, clerical, and volunteer personnel,
    - Evaluating and planning school library media centres,
    - Retrieving and distributing information in forms needed by users,
    - Informing and instructing teachers and students about the uses of materials and equipment for their curricular and special interests,
    - Encouraging teachers and students in the use of library materials, those of the school library media centre and other libraries,
    - Demonstrating the potential uses of media,

- Evaluating, analyzing, and interpreting the content of media for the needs of users,
- Managing retrieval and reference systems, including the sharing of materials with other libraries and information centres,
- Designing the productions of materials,
- Analyzing data for management and research purposes,
- Interpreting the school library media programs to the users and the community,
- Participating in professional meetings.

(31) When a second professional school library media specialist is employed, one should be designated the director of the school library media centre. If the first professional's preparation program emphasized primarily traditional library competencies, it may be useful to have the second professional an individual whose preparation program emphasized audiovisual skills in addition to the requisite school library competencies. Frequently a school seeks professional library media specialists with complementary competencies in order to provide a strong, well-rounded program of service. A technical or professional school will normally seek professional personnel with preparation in those areas emphasized in the technical or professional school plus competencies in school library media management, media production, or instructional development. The director of the technical school media centre should have some understanding of the industries for which students are being trained, the type of work they will be performing, and the employment structure into which they will emerge. Special staffing standards will be necessary where extensive production, television, and satellite service centres in the school are maintained.

(32) Technical and Clerical Staff. All support staff, technical and clerical, should respond to the needs and interests of students and teachers under the direction of the school library media centre director. Technical staff should be employed for sufficient time to assist effectively with instruction concerning technical procedures, serve groups of users or idividuals, and help with the maintenance of materials and equipment. It may be useful to employ technical staff members to assume responsibilities for processing materials, producing graphic art, or assisting with production of television programs. In a situation where there is a regional library media centre, technical staff at that centre may provide the technical support needed. When a person is employed by the school library media centre to provide technical assistance, one-fourth time should be considered for a school of 500 student population without radio and television maintenance needs. One-half time should be considered for technical support personnel in a school of 1000 students where radio and television maintenance needs do not exist. A school with television and/or radio service should consider employment of one fulltime technical assistance person.

(33) Support staff need to be able to do the following:

- Operate and maintain, including minor repairs and adjustments, and distribute audiovisual equipment.
- Assist with cataloguing and classification procedures, inventories, scheduling, and utilization records.
- Demonstrate equipment operation.
- Produce materials.
- Perform clerical activities, including typing of correspondence, reports, and bibliographies.
- Locate, retrieve, duplicate, and file materials.
- Maintain records and accounts.
- Schedule materials and equipment for usage.
- Perform technical processing, circulation, and distribution activities.
- Prepare exhibits.

(34) For clerical duties, a person should be employed for one-half time as a school library media aide in a school of 500 students without production programs, cataloguing and technical processing, or television and radio services. Where any of these additional services are performed in the school, one or more persons will be needed with competencies to match the specific service.

(35) Volunteers. Volunteers may include persons from the community or the school. Volunteers can assist with routine daily services of the school library media program. Volunteers, depending on their talents and interests, should perform well-defined tasks which are characterized as clerical or technical. At all times, the tasks to be performed should be planned, directed, and evaluated by the school library media specialist. Volunteers should not be used to provide educational or professional services unless they are professionally qualified.

(36) Volunteer staff members need to be able to do the following:

- Perform clerical tasks to assist with the organization of materials.
- Perform technical tasks to assist with the production of materials.
- Provide assistance to users.
- Make displays and conduct demonstrations to increase the awareness of users to services.
- Assist with circulation tasks to facilitate delivery services.

(37) Students who work as school library media assistants are often essential for the effective and efficient operation of a school library media centre. Simultaneously, service as a school library media assistant can contribute to the development of a student through learning about the following:

i. The organization and retrieval of information;

ii. Ways to respond to the informational needs of peers and teachers.

(38) Criteria for the selection of student school library media assistants should be developed with the advice of the teachers. Criteria should be applied equally to all students. Criteria should be flexible so that students of all abilities and interests will have opportunities to serve as school library media assistants. Recommendations from teachers may be among the documentation required. Students should feel that students similar to themselves serve as school library media assistants.

## SELECTION AND ACQUISITION OF MATERIALS

### The Development of a Collection of Print and Audiovisual Materials

(39) The educational philosophy, the curricula, the number of students, and the available finances in a school are all influential in determining the quality and quantity of the collection that can be achieved by a school library media centre. Other pertinent factors that should determine acquisitions in each school library media centre will be the span of the ages of the students in the school, how much unstructured time students and teachers have, and the materials which are available from other sources. The school library media centre should have any materials which students and teachers may find useful to help them to gain knowledge. The acquisition of a substantial book collection is the first priority, but the initial collection should include a variety of print and audiovisual materials. It is essential that the intial collection be comprised of materials specifically selected to fulfill the needs of students and teachers.

(40) One of the most difficult decisions in acquiring a collection is to determine the amount of audiovisual materials to buy in proportion to print materials. Media may be acquired rather than the acquisition of one medium at a time. However, the educational impact, the successful usage, and the economic feasibility of a medium may be threatened by obviously inadequate and piecemeal acquisition. The instruccional staff of each school should make an effort to become familiar with all learning tools. A trial period which includes understanding of the usage, potential usage, and comparisons of media should be arranged to determine if the learning tool will meet the demands of the curriculum and the techniques of teaching. As the curriculum is being developed, the media useful for the needs of teachers and students should be identified. After each school has set out priorities for the media needed, the school library media centre should attempt to achieve rapidly a minimum amount of those audiovisual materials considered

most desirable. A primary school should seriously consider extensive collections of books, recordings, filmstrips, pictures, and tactile objects. Periodicals are very popular and represent an excellent resource for research. Slides, inexpensive and easily used for highly creative responses to classroom topics, and videotapes, growing in popularity and versatility in all areas of the curriculum, should be given high priorities in a collection in a secondary school.

(41) Materials and equipment provided to a school library media centre from a regional, state, or national materials centre should meet one or more of the following criteria:

i. Support instruction in a school too small to justify complete media services in the school,

ii. Too expensive for individual school purchase,

iii. Infrequently used,

iv. Require constant care and upkeep impractical for an individual school to provide.

Interlibrary loan privileges and telephone communications about materials should be utilized among school library media centres and between any local library and the school library media centre to supplement the collection in the school. All materials are normally circulated from the school library media centre.

(42) In a technical school it is important that adequate collections of trade catalogues, standard specifications, engineering drawings, photographs, and other specialized materials used in training and on the job are available. Audiovisual materials often provide the best approach to teaching manual skills and the procedures involved in operating machinery and equipment. Close cooperation should exist with those industries which produce equipment and machinery and which often supply models and develop training programs associated with new equipment and also with government and other agencies involved in occupational training. A technical school may supply information services to an industry, and this will affect the type of collection being developed by the technical school.

(43) The availability of professional materials in the school to assist the teachers in curriculum development, professional growth, and choosing or using new media may be dependent on the availability of other collections of professional materials in the community. The collection in the school may include courses of study, teaching aids, curriculum bulletins, text-books, manuals, periodicals, pamphlets, videotapes, and many other types of materials. The need for up-to-date materials and the discarding of older materials may keep this collection to a limited size. In acquiring professional periodicals the school library media centre may act as a distributor although the cost of the purchases is paid from other sources.

Systematic Collection Building Procedures

(44) A systematic plan of evaluation in selecting materials and an annual budget for acquiring materials should be utilized. A well-selected collection of materials on which to base a program of service should reflect the community and the school as it is perceived by the community. Each school has distinct characteristics, and the collection should include materials which represent those distinct features. The collection should reflect the abilities, maturity, and interests of the students and include materials in socially-significant subject areas. Each school should continue to increase its collection in a systematic manner based on a study of the needs of users and on an awareness of the resources available from other libraries.

(45) A written selection policy should be developed and used. The policy applies to all materials acquired by the school library media centre whether purchased or not. Students and teachers should be involved in the preparation of the selection policy as well as in the evaluation and selection of materials. Current reviews of materials should be consulted regularly for authoritative opinions. Standard bibliographies should be used for current and retrospective purchashing of materials. Whenever possible, materials should be available to be evaluated before purchase.

(46) Selection is the responsibility of the school library media specialist in consultation with the principal, teachers, and students. Materials should be sought which are educationally significant, valuable to the collection, and have a high degree of appeal for users. It is desirable to have the content of materials appropriate, well-organized, and adequate in scope for students' abilities and comprehension. Materials are recommended in which the information is clear, valid, accurate, objective, and recent as well as artistic in style. High quality in the technical aspects of some materials will be needed and will increase the cost of the materials. Throughout the year, a file of materials to be purchased should be maintained by the school library media specialist. Materials should be obtained from a number of reputable producers and distributors.

(47) An initial collection should be so vital to the school as to be provided when the school is erected; also a collection should be constantly growing. When the intial collection is not provided quickly, the growth of the collection is seriously impaired for many years. A library media centre for a school of 500 students which begins with an initial collection of 6000 books, its current inventory of audiovisual resources, and adds books and audiovisual materials at the rate of 3 items per student per year can reach a collection of 20,000 items in 10 years, with some allowance for losses and replacements. Approximately 1/20 of the stock may need repairs and from 1/10 to 1/20 should be replaced. See Appendix II Table 2. It is strongly recommended that a school library media centre reach its initial collection of books in no more than 3 years and reach a collection of 20,000 items in less than 10 years. A small school has approximately the same curriculum responsibility as a larger school and the same varied range of students' abilities and interests; therefore, a school should provide as large a collection as possible for study and for recreation to provide superior rather than adequate service. Other resources from outside the school (other libraries; other educational facilities such as museums, theatres; bookmobiles; deposit collections as a supplement on an interim basis from the public library or a

central educational facility) may increase the level of resources available to students and teachers but should not be substituted for either the initial collection or the annual additions.

(48) On occasions when schools are undergoing major changes of levels which reflect shifts in the community's population, materials should be transferred from one school library media centre to another when the library media specialist and the teachers determine that the materials are more relevant to the curriculum and the maturity or the interests of the students of another school. In some cases books and audiovisual materials are dispersed among the teachers. Schools in which classroom collections (materials housed permanently in the classroom) have developed should evaluate these materials and move those selected to the school library media centre. The establishment of a school library media centre is the best means of bringing together and organizing the materials which the school already possesses. It is desirable to have rotating collections of materials which are selected from the larger collection, loaned to classrooms, and returned to the centralized collection of the school library media centre.

(49) The local production of materials (materials made by students or teachers) has an important contribution to make to learning situations. The amount of locally-produced materials may be greater where the availability of commercially-produced resources is limited. When locally-produced materials are added to the library media centre, such productions should be evaluated with the same criteria used for the selection of any materials which are added to the school library media centre.

(50) Books for a school library media centre at the primary level are often limited in number where book production in the language of the children is small. When this is true, fewer titles will be available and duplication of titles may be necessary. Duplication of titles is also advisable when heavy curricular use of materials is anticipated. The popularity of certain types of materials — games, musical tapes, and periodicals from the standpoint of the students, and transparencies, for example, from the standpoint of teachers — should also be anticipated in the duplication of items. Recorded or printed translations should be considered to replace the textual portions of illustrated materials secured in languages other than the local language. However, relevant legal restrictions need to be considered. Some schools need materials in a variety of languages, and all areas of the collection should incorporate materials in more than one language as soon as the need has been determined.

(51) Single copies of textbooks used in the school should be in the library media centre. A limited number of other textbooks may be provided but not to such an extent as to overshadow other types of materials. Sets of textbooks should not be inventoried by the library media centre in order to meet quantitative standards. A textbook should present up-to-date, challenging ideas related to the curriculum in an outstandingly-attractive format with a controlled vocabulary for easy reading.

Provisions for Specific Types of Materials

(52) Motivation to learn has been found to come from effective use of a variety of print and audiovisual materials. Print materials are understood to include books, periodicals and serials, pamphlets, newspapers, maps, and graphics. Audiovisual materials are understood to be globes, tactile objects, games, and toys as well as films, filmstrips, microforms, transparencies, recordings, and any other materials which

require special equipment in order to hear or see them. In those areas where the limited availability of electricity discourages the use of machines, the print materials should be supplemented by those audiovisual items that do not require electricity or those for which an inexpensive, battery-powered means of projection is available (primarily for slides and audio cassette tapes). Where the major characteristic of a medium is similar to others (video, 8mm., and 16 mm. film; phonodiscs and audio tapes; or slides and filmstrips), serious consideration should be given to which media will be included in an initial collection. A school library media centre should exceed the minimum number recommeded for one or more types of materials if finances and successful usage of the medium dictate that it is possible, and relevant items are available.

(53) The scope of the collection in a secondary school should provide some adult material as well as young adult material. The primary school library media centre should contain picture books and easy-to-read books (limited vocabulary but high interest). Manuscripts and rare books are generally not suited to a school library media centre and should not be purchased. Recent and practical books which are easy to read should be purchased rather than scholarly historical treatments of a subject. In many school library media centres special formats such as large-print books for partially-sighted children or paperbound books for reluctant readers should be considered.

(54) Reference books should include a current (within 5 years) multivolume edition of an encyclopaedia in the predominant language of the school, appropriate to the age group. In an intermediate school, both a children's and an adult's encyclopaedia should be provided. In addition to dictionaries for classroom use, the following should be in the school library media centre: an unabridged dictionary, several student (abridged) dictionaries, and appropriate language dictionaries or phrase books; atlases,

geographical, political, and historical; almanac; yearbook; biographical dictionaries; handbooks; and other reference tools of the various disciplines of knowledge. Indices and bibliographies are appropriate when the collection supports their use. They are appropriate also if a referral service to other collections is being provided for students and teachers. An index to periodicals is strongly recommended in order to utilize this material more fully. Approximately 1/10 of the titles in the book collection is designated reference although any item in the collection may serve to answer reference questions.

(55) The school library media centre should subscribe to as many periodicals as the school program can effectively use for research and recreation. Some useful periodicals may be obtained free of charge. The scarcity of periodicals which are published locally and are suitable for a library media centre or the expense and delay of receiving any from a distance may severely limit the acquisition of sufficient periodicals. However, periodicals should be selected to represent as nearly as possible all subject areas. Therefore, a wide range, from 40 to 100 titles, is suggested and duplication of popular titles is recommended. Newspapers should include a daily local, a metropolitan, a regional, a national, and an international one. Appropriate languages should be represented in newspapers and periodical literature. A minimum is one daily newspaper. Where back copies are held, microforms of these should be considered.

(56) Pamphlets, reprints or offprints of periodical articles, abstracts and cuttings, clippings, some maps, and pictures or illustrative materials (including transparencies) may be kept in inforamtion folders or files (sometimes called vertical files). The material, covering a wide range of topics, is considered valuable for its up-to-date quality although it is

also considered ephemeral, having often been received free or with very little money expended. It is not inventoried or catalogued. Prompt filing and periodic weeding enhance the value of this material. The collection, usually in folders and arranged alphabetically by subjects; at a minimum may fill one four-drawer file cabinet or may be as extensive as 6 four-drawer file cabinets. Alternatively, folders may be kept on open shelves or the materials may be kept in open, shallow boxes rather than in cabinets. Some duplication of specific items to meet curricular needs will occur. Laminating or dry mounting some items of historical value, especially local history, is recommended. Pictures may receive a simple mounting of stiff paper.

(57) Official publications are generally less well represented in collections in a school library media centre than in other libraries since it is difficult to select those appropriate to the curriculum from so vast an area of publication. In a technical school's library media centre there may be more of this type of material since many occupations are regulated by legislation. In a professional school's library media centre there may be official materials available from professional associations, learned societies, and industries related to that profession and other affiliated professions. Those items which are chosen may be housed and indexed according to policies already established for the forms in which the items appear.

(58) Models, scale models, dioramas, sculpture, replicas; realia, artifacts, specimens; and games and toys present a range in size from large (model of a city) to small (seed or fur samples). Some items must be sturdy enough to permit handling and be expendable. The catalogs of vendors who specialize in these materials may need to be obtained and consulted for selection and acquisition purposes. Some of the items may be obtained from the community as gifts (games

from families or realia from foreign travellers); others may be collected by students through projects (insects, for example, when properly preserved and classified) or made by students and teachers (mathematical games and manipulative toys, for example). There may be a tendency to house these materials in teachers' rooms. If this is the case, the circulation system should identify the location of these materials. Constant display of all these items has been found to be interest-killing. Special cases or shelves may be used for storage. A collection of 200 items in each of the three major categories, models, realia, and games, should cover the forms of materials represented within each of those categories and the duplication needed in some areas such as games. A community resources file (normally a card file) that lists available programs, lectures, field trips in the vicinity of the school, and the experts or community leaders who will speak to students or discuss topics with students is an adjunct to the above types of materials.

(59) Art prints, posters, study prints (not included in the picture file) have informational and aesthetic values. Art prints may be displayed on a rotating basis in the school library media centre and in all areas of the school as well as circulated for home and classroom use. For these reasons, most of the pieces are framed. Some study prints or photographs may be sturdily mounted but unframed. Local artists and art students in the school may donate pieces which are attractive and represent various techniques in art and print-making as well as the various subjects of art such as landscapes or portraits. Unique local art forms should be emphasized. Other study prints are available in sets, and some may have transparent overlays. A minimum of 200 items is recommended for the various uses suggested for these materials.

(60) A minimum number of 1400 is recommended for slides (made from 35mm. film, mounted in frames). Many useful slides are found for sale in museums, parks, and historical sites. Locally-produced slides may include those of illustrations in books or magazines prepared with the copy-camera when copyright laws permit or permission is granted by the source.

(61) 16mm. film has become exceedingly well-produced, and schools and libraries are the prime centres for the showing of this type of film. The cost of film has caused most large school systems, some states, and nations to centralize the film collection and provide the films on a loan or rental basis to the individual schools. Technical aspects of photography such as time-lapse, slow motion, and animation as well as different treatments of the content, such as open-ended situations to provoke discussion or documentaries, should be represented in the film collection. Duplication of titles should ensure that a school can have the item when it is needed. Films used ten or more times a year should be purchased locally or duplicated at the central materials centre. The number of users of the film library will determine the size of the centralized collection.

(62) 8mm. reel film is often used by students in their film making projects. It is easily produced and often called the "home movie". Super 8, a continuous loop of film in a cartridge, is sometimes called a single-concept film because it presents a small well-defined topic. It needs a projector which is different from the reel-to-reel 8mm. film projector. Super 8 with sound is available. A great many of the loops are without sound, and they use printed captions on the frames. Certain skills-type demonstrations, for example, how to focus a microscope, can be effectively presented on 8mm. loops. When this medium is selected, 200 loops constitute a feasible initial collection from which to expand.

(63) Some recordings (phonodiscs), either monaural or stereophonic, often are purchased for language study, storytelling and readings, music appreciation, and oratory. Musical recordings for the pleasure of studetns are often accepted as gifts and purchased when funds are available. Where legally possible, the duplication of a disc on a tape has proven more satisfactory for circulation of the material. Many titles are available on either disc or tape. If audio tapes are a preference, the collection of phonodiscs may be limited to 200.

(64) Audio tape recordings are usually referred to as reel-to-reel or cassette. Reel-to-reel tape has the advantage of facilitating editing by splicing. Each type requires a different machine for playing. The cassette tape is one of the most standardized products of the world, but the quality of the tape used as a base is variable. Cassettes are easy to use, sturdy, and popular among users of all ages. Audio tapes are plentiful and cover all subjects. Locally-produced material can be saved on tape, especially local history interviews although local history material is not limited to oral material. Modern oral history is primary source material obtained by recording the spoken word — generally by means of a planned, tape-recorded interviw by a trained interviewer — of a person who has firsthand knowledge of notable events. A very useful collection of 1000 tapes can be accumulated over a 10 year period.

(65) Filmstrips are often accompanied by recordings, either phonodiscs or tapes, and nearly always accompanied by printed booklets or instructions for the teachers. Almost all areas of the curriculum have accompanying filmstrips. A minimum collection of 1000 filmstrips is recommended, but this number may be reduced if there is an extensive collection of slides.

(66) Transparencies are acetate sheets for the overhead projector and are generally mounted in frames. Transparencies may ahve colour and overlays added. Where the teaching method utilizes this medium, 1000 transparencies are recommended as a minimum, including those commercially and locally-produced. Masters from which transparencies may be copied are available from specialized vendors. These commercially-prepared transparency masters are correlated with all curricular areas.

(67) Videotapes, which have audio and visual capabilities combined on one tape, are termed 12.7, 19.05, or 50.8mm. (1/2, 3/4, or 2 inch) in size. Two-inch tape is used by commercial television and seldom used in schools. A school usually chooses between 3/4 and 1/2 inch tape on the basis of the use anticipated relative to the expense involved and the compatibility with other systems for purposes of exchange or rental. Most commercially-prepared videotapes come in 3/4 inch cassettes. Problems of incompatibility are a hazard of this particular medium, and it is advisable to seek advice at the regional, state, or national level before choosing a video system. Videotapes produced in the school are possible additions to the collection of the school library media centre; but, in general, locally-produced tapes are not usually retained if they are done for evaluation of student performances. Those tapes photographing demonstrations of how to use equipment, produced for a specific learning situation, or preserving unique school events which are valuable over a long period of time are retained. Training materials from industries are increasingly in this format and should be utilized in a technical school library media centre. Taping from commercial television to provide instructional material during the school day is recommended when the right to the material for instructional purposes has been clearly defined. The prospect of new videoforms may limit the number of tapes, and 400 tapes may, therefore, form a substantial collection at present.

(68) A collection of maps, in additon to those in an atlas, should include those portraying local, regional, and foreign countries, politically and physically, and others of a special nature such as historical, economic, or pictorial ones. Size and relationship of hemispheres are represented most accurately through globes. A 61cm. or 24 inch durable, political-physical globe is a minimum requirement for a school library media centre. Extraterrestrial globes and maps are also recommended.

(69) Multimedia kits (combinations of media) or programmed instruction (usually printed materials) together with their learning schemes are useful additions. Kits can be more easily assembled locally than programs, but teachers can be instructed in the techniques of instructional development in order to prepare programmed learning packages.

Quantitative Proportions for Subject Areas

(70) The proportions for a collection of print and audiovisual materials that should be devoted to the various subject areas are determined by the type of school, types of curricula, and the types of media. For example, fiction is predominantly print but beginning to appear on audiotape. Fiction should be incorporated into the curriculum creatively to provide a substantial means of interesting students in reading; but it is, however, an area of the collection that ranges from 5% in a technical school to 25-30% in a primary or secondary school. Another example is the increase in career-guidance materials at the secondary school level in audiovisual forms such as films and filmstrips or in a form such as microfiche at the same time that a great number of books introducing careers have been produced for young children. The proportions will also change for a collection in a library media centre of a professional or technical school where an emphasis is on one subject or a few subjects. Careful consideration should be given, therefore, to the curricular objectives, the interests and capabilities of users, and the availability of materials in order to determine the best quantitative proportions for the subjects represented in the collection.

Utilization of a School Library Media Centre

(71) The proper and full use of a school library media cente is the criterion by which achievement should be measured. The utilization of a school library media centre should be ensured by library media specialists whose qualifications, energies, and personality should be devoted to developing the kind of collection, retrieval system, program activities, and environment that facilitate use. The collection should provide the answers to users' needs; the retrieval of information should be easy; the activities should be planned in response to the interests and demands of users, and the place in which this happens should be a place where students and teachers want to be.

(72) A variety of materials which have been acquired should be arranged so that users are able to find them. An index which describes the materials and gives the locations is necessary. It is also essential to have shelf and section guides. The most common approach to materials is expressed in terms of subjects; therefore, the index must include the subject or subjects contained in all materials. Any collection of materials can be made to respond to a wider range of demands if specific chapters of books or specific frames of a filmstrip, for example, are included in the index in order for users to find sufficient and relevant information on the desired subject. This approach is particularly appropriate to meet specialized information demands.

(73) Users should be encouraged to use the school library media centre and other libraries by being assisted in their efforts to retrieve information. Assistance includes personal reference service by the professional school library media specialist; instruction in how to use catalogs, indices, or bibliographies; and guidance in comparisons of sources of information or the best item to meet a need or interest. Media skills may be needed by the user if audiovisual equipment is

used. The promotion of recreational reading, viewing, and listening is done through publications from the school library media centre and the coordinating of activities which involve speakers, discussion, and students' own creative efforts.

## FACILITIES

### Provisions for Housing A Collection

(74) The purpose of the library media centre facility should be to provide the physical surroundings in which the media needs of the school can be fulfilled. When a new school library media centre is proposed, leaders of the local community may be involved in the planning. Consideration should be given to its role in a local, regional, state, or national network of libraries. The facilities of the library media centre located in each school should be planned, initially and at all times, cooperatively, by all who will use the centre in order to realize its best possibilities for its educational purposes. In order to plan functional quarters for the library media centre, it is necessary to know the goals and objectives of the programs of the school and how the centre will be used in that particular school. All the services of the library media centre should be available whenever they can be effectively used by students and teachers. Provisions should be made in timetabling to allow all students an opportunity to use the library media centre which should be open all periods of the school day as well as immediately preceding and following regular school hours. Class visits and small group visits should be planned and arranged often. It is recommended that students be encouraged to visit the media centre freely to pursue an assignment or an individual interest.

(75) Every new school building should include a library media centre. A library media centre in an older building may occupy one or more former classrooms, hallways combined with classrooms, converted dining or sports areas, or be placed in an annex to the school building. Persons planning a library media centre in an existing building should attempt to achieve the same standard as that for a new school. A centralized library media centre should not be combined with other inappropriate areas of the school such as a cafeteria or auditorium. A library media centre cannot be used as a study

hall or a classroom without limiting or distorting its many other services, and alternative facilities should be provided for these functions. The library media centre should be located on the ground floor if possible and in the neighbourhood of classes that use it constantly. The concept of a library media centre having its own place in a central location where its functions are readily visible and it attracts students should be the basis for the design of this learning environment. A central location affirms the philosophy that materials of the school library media centre have a place in society. The central location of materials facilitates the movement of materials into the teaching areas so that the library media services take place within the classrooms as well as in the library media centre.

(76) A library contiguous to or near a school will ordinarily not be considered a school library media centre. Approval for such an arrangement should be based on the following points:

i. The employment of qualified school library media centre personnel,

ii. The appropriateness of the collection for school use,

iii. The administrative arrangements for students to use the library during the school day.

Joint school-public library facilities may improve a situation if library service does not exist, when poor service from either is the only service, or the distance to any library service is overwhelming. The Guidelines for the Planning and Organization of School Library Media Centres may be followed when the library media centre is located in the school although the centre is a joint school-public library media centre in the school. In some instances bookmobiles should be designed to provide specialized services needed in unique geographic and cultural situations. School and public libraries should explore more formal ways of cooperating to avoid duplication of some materials, to share responsibilities, and to develop projects not usually attempted by one library.

(77) In general, the objectives and priorities of the local community in such matters as sharing space, materials, or services, inside or outside the school, or the centralization of some services by the schools will alter the provisions for the various types of space enumerated below. However, a perception of the future growth in the number of students and in educational technology and the practicality of designing space which can be changed to meet new instructional objectives are influences common to all schools. The need for future expansion should be kept in mind in planning a library media centre, and the location of the centre near an outside area such as a patio or garden which can be converted into additional room space is advisable.

(78) The appearance of the total physical plant should be clean, spacious, and attractive. Heating, ventilation, and sanitation are provided for the entire school building; and the standard maintained for other areas of the building should be maintained in the library media centre and its immediate environs. Heating and ventilation equipment should assure draft-free, quiet, and comfortable surroundings during all seasons. The learning rate of students is affected by temperature variations. Ceiling fans (1 per 10 readers) can be used; however, air conditioning is preferred since it will also assist in the preservation of materials. Protection of materials from heating vents, sources of heat, or direct light should be provided. Converseley, refrigeration needs to be provided for film stock. Restrooms, washrooms, toilets, and eating facilties are usually not provided for the library media centre specifically. If the building is to be used for other community activities or the library media centre is to be used independently of other areas of the school in the evening or during vacations, for example, or by the students of other educational institutions, a concern for amenities, security, and access should have attention when the building is being sited and the floor plans drawn by an architect. Accommodation of handicapped students,

young children, or students from other schools or the placement of a library media centre as part of a campus-style school should be determined in the preliminary planning. Ramps instead of stairs, handrails, larger doors or sliding doors, and buzzers should be provided for handicapped students. Young children should be sufficiently near the library media centre to be able to walk safely to the library media centre in the building with a minimum of supervision. Although it is desirable for the library media centre to be located near a busy student traffic pattern of the school, the library media centre should be located whenever possible far from noise sources, such as the street, playground, or the music room. Some areas must be quiet for taping purposes. Noise-deadening but attractive materials should be used on floors, ceilings, and walls. Where appropriate, carpeting should be used as a floor covering since it is functional and contributes to the atmosphere of the centre. Considerable thought and effort should be given to the use of all means of decoration to enhance with taste the appearance of the school library media centre.

Space

(79) The provision and arrangement of the space in the library media centre should be according to function. The functions of a library media centre are: reading, listening, viewing, discussing, browsing; reference or referral services; display of materials; technical aspects of a library media centre, such as receiving, processing, and circulating materials; production of materials by staff, teachers, and students; storage of materials; management of these aspects; and, in addition, special group activities, such as storytelling, puppetry, instruction in usage of materials, and film showing. Space for these functions should be provided by large and small areas of floor space, sometimes divided by light mobile panels or partitions, mobile shelving, furniture, or permanent walls.

(80) Traditionally, the largest area of a school library media centre, usually square or rectangular, is called a reading room although it is now more often a listening and viewing room as well. The area of space recommended for this room is 3.72m$^2$ or 40 sq.ft. per user, to the extent of providing at any one time a seating area for 10% of the school population. In education programs that emphasize a greater amount of individual work in the school library media centre, more space may be required. In a technical school, 2½% of the parttime students should also be able to be seated in the school library media centre. However, it is recommended that no more than 100 students be accommodated in one large area and that the furniture in the area be creatively arranged to delineate and facilitate various activities in the room. Mobile furniture and shelving facilitate creative arrangements. This space recommendation includes also the space needed for the entry; reference services; the circulation desk with some shelving; the copying machine and microform reader; the catalog and other indices; open shelving of all materials; and browsing. Additional space is desirable for offices, processing, production, conferences, and storage, and should be provided initially, if possible. Each school should consider, as a minimum, providing an area, approximately the size of two normal classrooms, which simultaneously can accommodate one class of normal size, a small group (10 or less), and a few individual students (approximately 10), without crowding. Group activities have a higher incidence rate in a primary school than in a secondary school were more individualized learning may be possible; therefore, an accommodation of two activities or two normal-size classes may be a guide for the minimum provision of space in a primary school. In a community-school library media centre for a community of 3000 or less population, 10-20 seats for adults and the recommended number for students, determined by the size of the school, should be provided. Aisle space, between tables, between shelves, and between shelves and tables, should be a minimum of 1.52m. or 5 ft. Handicapped students in wheel chairs should be able to use the aisles.

(81) There should be one recognizable entrance and exit. Emergency exits are provided to conform to building codes and should be planned so that supervision is possible. The entry into the library media centre should be large (especially if personal possessions are deposited in this area) and visually attractive, often having bulletin boards drawing attention to current materials and activities or small displays of an educational nature, some prepared by students, all of which create goodwill with users.

(82) Reference or referral services should be visible from the entrance and located near the bibliographical tools, especially the central index to all the materials of the school (often a card catalog). The area will have heavy usage when a class begins a unit of study so that additional space should be provided for usage of the central index, the reference materials at the shelves, and the tables where the bibliographic tools are placed. A small number of tables and chairs should be placed in this area. Counter-height shelving may provide additional surface for handling the heavier, larger reference books. Provision should be made for an information desk for a professional staff member. The area around the circulation desk as well as around the photocopying machine may also have peak periods of usage. These may be located near each other in order to utilize one person to oversee both areas. A book slot or book-return box may be placed in the circulation desk or some other convenient location near this area for the return of materials. High-demand materials and high-risk equipment should be circulated through a well-planned circulation system.

(83) Display of materials for circulation is usually first accomplished by placing the materials on shelves located against the existing walls of the library media centre. In an open area without walls for the library media centre (classrooms surround the library media centre with panels, not walls, as dividers) mobile, counter-height shelving may be used in the room to display materials as well as define areas for various functions. The materials may be integrated

(all print and audiovisual materials intershelved). 16mm. film is seldom intershelved with the other media. Interfiling of all materials on the shelf consumes more space than the segregation of items of the collection by medium on separate shelves or in special cabinets. Where media have been placed in a box on the shelf and the necessary projection equipment has also been made readily available at nearby carrels, students have been made much more aware that print and audiovisual materials are available on the same subject. There have been a number of recent innovations in storage systems which facilitate the integration of print and audiovisual materials. Picture books and periodicals (3-4 periodicals or 3-4 picture books per meter or per yard of shelf space) may be placed face-out on special, slanted shelves. As an alternative to display on shelves, picture books or empty phonodisc jackets (the disc or a tape of the disc may be stored elsewhere for security) may be housed in open browsing bins, tubs, or boxes. The type of housing determined best for the type of material and the users should influence the space provisions. A recreational area, if possible, near the entrance, displaying new items, current newspapers, and periodicals should have lounge chairs and low tables. Approximately 10% of the seating of the reading room should be in a browsing or recreational area.

(84) Auxiliary Libraries and Space. In some very large schools (2000 or more students) satellite collections or subject centres have been placed in locations near the departments or classes which they serve. Each satellite represents a small library media centre and attempts to provide all the fuctions of a central library media centre (with the exceptions of processing and production services). The cost of duplication of materials and staff may negate the advantages. Rotating collections may be preferable to meet current learning objectives. When these rotating collections are provided, cooperative planning between the teacher and the library media specialist is necessary to ensure students obtain appropriate experiences to guide them in the uses of the materials. A very large school may use several smaller

rooms adjoining the main room of the school library media centre for specific purposes, such as using microforms and microform readers, typing, or listening to recordings, in order to increase the seating capacity of the centre as a whole. A large school with several professional staff members may have more than one large room for seating students and housing collections.

(85) Additional Space for Activities. In addition to the large area described above for many of the basic functions, an area adjacent to the library media centre should be provided as a multipurpose room (40m$^2$ or 431 sq.ft.). It should be large enough to accommodate a class of normal size or a group of the teaching staff. It is a room for activities of large groups and it should be scheduled by the library staff. It should have media-presentation capabilities (chalkboard, display space, acoustical treatment, light control, screen, electrical outlets for mobile equipment of any kind) and sufficient security. A student group coming to the library media centre should have a place to receive instructions for an assignment or see a short film without inconveniencing other students. This room has been found to be especially useful when video equipment has been added to a school library media centre. If appropriate to the school, special decoration may make this area more suitable for storytelling, poetry readings, and dramatic presentations. Stack chairs, or chairs with removable writing surfaces, may be used.

(86) A number of small areas, often called conference rooms (a minimum of 2, each approximately 14m$^2$ or 151.1 sq.ft.) should be available adjacent to the library for discussion and study by small groups of students or teachers. Each conference room should have media-presentation capabilities. The number of conference rooms will depend on the need and emphasis of the educational program of the school: career-guidance, local history, previewing of media, special production projects, or the policy of dividing a class into

several small groups while in the school library media centre. The location of some may be near the production area; others, near the circulation desk area. A fairly large panel of glass in the door or wall of each room facilitates essential visual supervision. In established schools classrooms adjacent to the library could be freed from timetabling for classes so that they may become conference rooms and equipped for media-presentation capabilities (where necessary).

(87) The provision of space for nonprofessional staff to receive and prepare materials for circulation should be adequate for the amount of processing required for the materials received in the school library media centre without prior processing. A workroom should have an outside entrance, be located near the circulation desk, and permit visual supervision through the use of glass panels. A minimum size should be an area of 37.2$m^2$ or 400 sq.ft. or 10-12$m^2$ or 108-129.5 sq.ft. per staff worker. Built-in-cupboards with countertops which may be used for work surfaces and which have drawers and shelves may be useful in this area. Also in this area the receipt of exhibits; storage of supplies; materials to be cleaned, repaired, discarded; a cabinet for the personal possessions of each permanent staff member and volunteer worker; and long tables for processing should all be accommodated. Storage space may be combined with the work area.

(88) The production of materials may constitute many of the following activities performed by teachers or students: typing, duplication, lamination, dry mounting, photographing, making transparencies or colour lifts, editing various media for presentations, recording voices or music, lettering signs or posters. The space in the production area should be 3$m^2$ or 32.3 sq.ft. per user because of the types of activities performed in the production area. The minimum area for production should be 83.7$m^2$ or 900 sq.ft. Water and a sink

are needed. Layouts that may remain on tables until finished necessitate the provision of a large amount of table surface. Small booths (each 4.65m$^2$ or 50 sq.ft.) with provisions for darkening for previewing and soundproofing for video recording should adjoin this area. These small booths should have media-presentation capabilities. Some of these booths should be sufficiently large to provide handicapped persons with special equipment as well as large enough to accommodate a wheelchair and/or two persons, the handicapped person and a tutor. Office space for a technician should be adjoining this area (13.94m$^2$ or 150 sq.ft.). The amount of space and equipment provided for production will depend on the range of activities envisaged in this area and the extent of locally available alternatives.

(89) Limited-access storage (55.79m$^2$ or 600 sq.ft.) of periodicals (back issues not on microforms), maps, globes, museum objects, projectors, or microphones for loan with accompanying extension cords, converters, bulbs, spare parts, or batteries should be located near the charging desk or the production area. Separate rooms of approximately the same size should be provided for the print and audiovisual items. Periodicals (5-10 years accumulation for reference) may occupy a room of 27.9m$^2$ or 300 sq.ft. of space. Adjustable shelving (.30m or 1 ft. per periodical of monthly issue, per year) should be used, and the area should have good light and accommodate a study table and chairs. In an area for storage of backup equipment and one-of-a-kind equipment, where also some maintenance and minor repairs may be completed, water-resistant counter space, abundant electrical outlets, over-size shelves, and cabinets should be provided. Ready access to water and a sink is recommended. Direct corridor access should be provided.

(90) The number of offices for administrative and professional staff (14m$^2$ or 151.1 sq.ft. each) depends on the number of staff positions and the duties. If staff is very limited, an office should be located where visual control of the reference area,

circulation desk, production facilities, and the seating area is possible. If sufficient staff is available, offices may be located elsewhere but adjacent to the library media centre and sufficiently near to make any work connected with the catalog, indices, or other files easy to accomplish. See Appendix II Table 3.

(91) Educational exhibits may be placed in a room in another part of the school in an area designed with security and preferably with control of humidity and light. Vocational schools often use models and exhibits of a permanent nature as teaching aids, and the school and the library media centre should provide more space than usual for these.

Other Concerns In Planning Facilities

(92) The school library media centre should have aesthetic appeal and a stimulating atmosphere. Students should feel encouraged by its appearance to explore, inquire, or browse. Planners should be articulate and exact in expressing the types of activities for which they wish a satisfying environment to be created in the school library media centre. Plants, terrariums, small animals, aquariums, and the art work of students have educational and recreational appeal and often add attractiveness to the setting. Window treatments may be aesthetically pleasing as well as functional if provided to control light. Limited usage of materials in the school library media centre has repeatedly resulted from the poor planning of the electrical system. The quality of light is as important as quantity. Natural light (daylight) is usually not sufficient for a school library media centre. Windows, if not used for ventilation, may be placed high with a few view-windows placed lower. Local weather conditions will influence the use of windows in buildings. Above the line of vision artificial light should be indirect with equal distribution of light and elimination of glare. Table lights are not recommended; task lights (individual working lights) may be used in study carrels. In addition, for the flexible use of

equipment, electrical outlets in the school library media centre should be readily accessible in all areas of the centre. Outlets should not be concealed behind shelving and other furniture. Wiring in floors or in the ceiling and in all 4 walls should be installed in a grid pattern in order to locate the outlets in approximately every $9m^2$ or 10 foot square area. A ceiling loop may be used. An induction loop, a "white line" of electrical conduit around the room, is used with cordless earphones; and wireless consoles are being developed to avoid inconvenient electrical power cords. Floor outlets should be flush with the floor and have covers. Light control switches should be convenient and centralized, with dimmers, down lights, and the capability of darkening specific areas by separate switches. Professional specifications applicable to the geographical area and the functions of the school library media centre should be consulted. Advice should be obtained from persons and agencies familiar with lighting requirements of libraries and media facilities.

(93) Increasing technological contributions to communication processes make the school library media centre the logical place of operation for a centralized system capable of receiving, storing, and re-distributing television broadcasts originating within the school, the school system, or from network sources. Each building should have a complete, multichannel distribution system so that each classroom may receive programs. Installation of monitors in each classroom and in the library media centre is required for this system. In a large classroom, two monitors may be necessary. A delivery system of this type is more likely to avoid the mistakes of unnecessary or mismatched equipment. However, initially, portable equipment is more flexible and more economically viable. The centralized system should be used for applying computer technology to the teaching-learning process by using terminals for access to remotely stored information which can be displayed on monitor screens. One of the first applications of the latter is accessing bibliographic data of the library networks of the state, region,

or nation. All the learning-teaching materials for individualized learning situations are being stored by some schools in information banks, and learning programs utilizing computer-assisted instruction (CAI) are being constructed.

Furniture

(94) The furnishings of the library media centre should be sturdy, easy to clean and maintain, functional, pleasing, appropriate to the ages and sizes of the users, and consonant with the atmosphere already established. The principal items of furniture, shelves, chairs, desks, cabinets, carrels, and tables, should be coordinated. Natural materials appropriate to the area should be combined with an attractive use of colour. Furniture, especially shelving, should be ordered well in advance of the opening of a new school. If the furniture is made locally, the greatest care should be exercised to have it conform to library standards. Furnishings of the school library media centre should be selected for specific activities.

(95) The tables should be constructed without aprons or drawers with nonglare, laminated, or other mark-proof finish on the work surfaces. Gliders on the legs are recommended. Study tables are generally rectangular (approximately 1.83m x .91m or 6 feet x 3 feet for 4 persons). Round tables or trapezoidal tables may be useful for some arrangements of space. Tables of varying heights should be provided for the reading room. Low tables (407mm. or 16 inches high) should be placed among chairs in the browsing area. Typing tables, usually mobile, should be 699mm. or 27½ inches high. A work bench table may be .91-1.06m. or 36-42 inches in height for work done standing.

(96) Chairs with curved backs and saddle-shaped seats provide more comfort. Posture chairs should be used at typing tables. Gliders are recommended for chair legs. The number of chairs necessary will decrease with the use of benches, pillows, mats, carpeting, or similarly comfortable floor finishes. In

addition to chairs for all tables and carrels, two chairs for each office, booth, and microform reader should be provided. The choice from a variety of types of chairs, stack chairs, desk chairs, or easy chairs, will depend on special needs as discussed. Stools for work surfaces of counterheight should be provided.

(97) Carrels should be constructed without aprons. The work surface for each individual study carrel should be .76m. or 30 inches deep and 1m. or 3.28 feet wide. The addition of a shelf, drawer, or cupbaord, with or without a lock; peg board; or display panel is possible. A cluster of 4 individual carrels is a desirable arrangement. The visual barrier on a carrel should be above the eye level of an average-sized student when seated. With electrical outlets the use of electronic equipment, such as a filmstrip or 8mm. loop projector, is appropriate in the carrel. Some carrels will have built-in viewing and listening equipment; some carrels should accommodate 2 or 3 students. Construction should hide all nuts and bolts. The number of study carrels and the number from each type above (with or without electrical wiring) will be influenced significantly by the instructional program of the school. In a primary school library media centre there may be fewer carrels, but cubicles and small rugs may form areas of privacy and quietness of a less formal type.

(98) A cabinet of sectional construction (stackable sections of trays or drawers) for a standard card size should be chosen for a card catalog. The height is determined by the height of the prospective users. The number of sections (or the number of trays or drawers) is determined by the use in peak periods, growth of the collection, and the current inventory (one tray for 600 cards or approximately 200 items). A smaller card cabinet for the shelf list (inventory) should be purchased for the workroom.

(99) Desks may be teacher or office type, with some drawers, one of which should be lockable. The circulation desk may be an ordinary teacher or office type. The height of the school library media centre user should be considered in choosing the circulation desk. A recessed well with removable trays, a lockable cash drawer useful if photocopying machines are coin-operated, cupboard and shelf space, and a book return unit are features of circulation desks.

(100) Shelving. Sections of shelving should be open (without doors) with a means of allowing shelves to be adjusted up and down within the section. They are usually made of a durable local material. Construction should be plain, without moldings or overhanging trim. Recommended shelf thickness is 15.9mm. - 25.4mm. or 5/8 to 1 inch depending on the material used in construction. Wall shelving may be stationary and should be secured to the wall. If free standing, shelving units may be on wheels. Other freestanding shelving may be of a carousel-type (revolving). Sections may be double or single-faced; some sections may have slant shelves for face-out display, with a lip at the front of the shelf, and perhaps storage behind the shelf. This type of shelving is often used for periodicals. Suggested measurements are:

| | |
|---|---|
| width of section | .76 - .91m. or 30-36 inches |
| depth of section | .20 - .40m. or 8-16 inches * |
| height per shelf | .25 - .40m. or 10-16 inches * |

* The larger figure of .40m. or 16 inches is recommended when boxed media are shelved.

| | |
|---|---|
| height of section, primary | 1.14-152m. or 45-60 inches |
| height of section, secondary | 1.83-2.13m. or 72-84 inches |
| counter-height (3 shelves) | 1.14m. or 45 inches |

The total amount of shelving needed is determined by the number of items (8-10 volumes per .30m. or per foot and 40.8mm. or 2 inches per audiovisual item) the height of the volume or media

piece, the projected growth rate for items, and the degree of display of materials envisaged. Reference books are shelved 6 per .30m. or 1 foot; picture books are shelved 12 to 14 per .30m. or 1 foot if not shelved face-out; display shelving may be more appropriate for picture books but would require additional shelving. Microfilm may be shelved solid in a section of shelving which has been adjusted to double the number of shelves. It is recommended that twice the amount of shelving needed immediately be provided to accommodate growth in the future. A school library media centre may be open year-round and have some material on long-term loans to teachers so that the shelving is not expected to accommodate all the inventory. A minimum of one section of shelving should be provided near the circulation desk for materials and in each special purpose room. The shelving requirements of the periodical room will depend on the extent microforms are used and the number of back copies which are retained. In the production area, the storage area, and the equipment room, adjustable shelves should be provided (approximately .84$m^2$ or 1 yard square) to house models, museum objects, and realia. Shallow drawers or shelves should be provided for posters, art prints, or flat maps. Carousel-type shelving (4 sides, 6 shelves high, 600 paperback capacity or 4 shelves high, 400 disc records) may be placed in the browsing area.

(101) Other Furniture. Optional pieces of furniture which may be provided are pamphlet files and multimedia filing cabinets, which are usually .91m. or 36 inches wide and 4.5m. or 18 inches deep, with drawers ranging from 76.2mm. to 203mm. or 3 to 8 inches high, for the variously-shaped media. Sections of the multimedia cabinet may be purchased separately and stacked. Drawers have special inserts which may be bought separately to accommodate the filing of filmstrips (with or without cassettes), cassette tapes (in or out of containers), slides (either individually labelled or in groups), and 8mm. film loop cartridges (boxed or unboxed). A 15-drawer cabinet may house approximately 4500 media items. However, it is

recommended that 8mm. film loops be kept in the boxes in which they come and stored on open shelves. Video tape cassettes may be handled similarly to books which they resemble in packaging. Other pieces of furniture available are: a newspaper rack, a book trolley (card), step stools, a map cabinet, an atlas stand with a sloping top and slide-out shelves below, a microform reader and/or reader printer.

Equipment

(102) Access to centralized media services may reduce the amount of equipment needed in each school. In the production area, the following equipment should be acquired in the beginning phase whenever possible:

- typewriter with variable type sizes
- duplicating machine or access to one in the school
- thermal copier or access to one in the school (for making transparencies)
- dry mount press
- paper cutter
- opaque projector (will also circulate to class areas)
- projection carts (1 per large, heavy piece of equipment)
- mechanical lettering devices

As soon as possible the following equipment should be added:

- drafting board with tilt top
- light table (translucent panel table) for tracing
- slide viewer
- camera 35mm. with copy stand
- camera, Super 8mm.
- video editor/recorder
- video camera, with zoom lens, mobile tripod (will also circulate to class areas)

video monitor, capable of receiving broadcast signals (will also circulate to class areas)

slide/tape synchronizer

8mm. film splicer

(103) Each school should consider the need for two machines with the same capability in case of the mechanical failure of one. Equipment should be available for circulation. In the beginning phase the following should be obtained if related materials are being acquired:

1 flannel board

1 portable chalk-bulletin board

2 radios, with battery operation

2 16mm. film projectors

portable screen (1 for 2 projectors) 70 x 70" with keystone eliminator)

2 filmstrip projectors, one for sound filmstrip

1 8mm. reel-to-reel projector

2 8mm. cartridge projectors

2 listening stations which can individualize any item of audio equipment, such as the tape recorder or record player by the use of headphones with individual volume control. One unit can be used by as many as eight people at one time. Units may be patched (plugged) together to increase the number of participants (6-10 earphones needed per 100 students)

2 cassette tape players

2 cassette tape recorders/players

2 overhead transparency projectors

2 record players, multiple speeds

2 reel-to-reel tape recorders/players

high resolution enlarging lens for visually handicapped

In the selection of equipment, the following criteria should be considered:

i. Need;

ii. Safety and durability;

iii. Capability of operating efficiently, consistently, easily;

iv. Portability including appropriate size and design;

v. Ease of maintenance;

vi. Compatibility with the school's media;

vii. Variety of uses;

viii. Availability of sufficient amounts of accompanying materials;

ix. Reasonable cost.

A unit at the regional, state, or national level may assist in the selection of equipment by testing and comparing equipment and issuing lists of recommendations.

## SUMMARY

(104) The student of today will have a lifelong need for learning. The programs of a school library media centre will need to attract from a wide clientele and sustain their vocational and avocational interests as well as reflect the great diversity of methods being used in modern education. The utilization of various types of media and the production of original media are useful approaches to curriculum content for learning situations which will challenge students. Opportunities are needed for students to use and compare many and different educational resources, to transfer information from one medium to another, and to generate their own messages in media. These opportunities prepare students to deal with sophisticated systems of information and to pursue creative leisure-time activities as adults.

(105) Changes in educational methods from teacher-centred activities to learner-centred activities necessitate specialists in learning materials and equipment to assist teachers and students. The essential elements of personnel, materials, and facilities for a library media centre in each school require approved policies, monetary support, and leadership to be provided and maintained at the national, regional, and local levels. Priorities for goals of school library media centre programs must be selected and annually reviewed. Communities cannot afford unnecessary or unknowing duplication of services. Interdependence is recognized; and cooperative library and educational networks — local, regional, national, and international — are needed.

(106) The crucial need for improvement in literacy, worldwide, necessitates further exploration and implementation of nontraditional means of education. More cooperation among agencies which are involved with literacy programs is needed. Studies of life styles and community needs are important and must precede the development of programs for nontraditional delivery systems. The needs of atypical learners, those who are handicapped or talented, merit additional attention. Specialized types of materials and equipment as well as new programs for their uses are being developed. Some school library media specialists are already acquiring additional education about reading and the special needs of students in addition to their preparation in media and librarianship.

(107) The increasing number of school library media centres is encouraging. The originality and soundness of the programs in existing school library media centres are impressive, and the programs have facilitated the growth of additional school library media centres. Imaginative services can be provided by materials on a small scale. Countries starting to develop school library media services or countries where school libraries have not existed should be encouraged by the realization that the materials with which they begin will benefit children. The Guidelines for the Planning and Organization of School Library Media Centres is designed to assist in the development of school library media centre programs. The focus is on materials-based learning for which a school should determine its readiness. The outlines of the necessary staff, materials, and facilities should be used by a school library media centre to ascertain its level of development and project its goals for the future.

## Report On Development of Guidelines...

In 1956-58, the Public Libraries Section of the International Federation of Library Associations (IFLA) published two documents on Standards for Public Library Service. These standards were in the terms of the document "a statement setting out in simple terms the basic minimum standards for an effective public library service". The standards were never finalized, nor were they ever issued as a separate document, owing to the premature retirement of the chairman. In spite of this, the standards have been widely quoted, and generally accepted. Although the standards are still valuable, the Public Libraries Section of IFLA in 1965 considered that in view of the many developments that had taken place the time had come for consideration of revised standards. Separate standards were not considered desirable for developing countries. Accordingly, at the Moscow meeting of IFLA in 1970, a report was submitted, and it was agreed that new standards should be prepared. The text was submitted to the meeting of the Section at Budapest in 1972, approved, and subsequently published in 1973.

The possibility of similar standards for school libraries being formulated in the framework of the IFLA organization was first discussed in 1976. The Unesco proposal to secure authors for the writing of the guidelines through a contract with IFLA was made in the spring of 1977. The first draft was written in June, 1977. A revision of this preliminary version based on the authors' editing, the comments of readers, and the Unesco critique was made in May 1978. Dr. Carroll and Dr. Beilke edited the Final Draft in Perth, Australia, August 5, 6, 7, 1978.

An official Working Group from the IFLA membership predominantly those persons on the Standing Committee of the Section on School Libraries accepted the Final Draft in principle at the IFLA meeting in Bratislava, CSSR, in 1978. Final editing was completed by Dr. Carroll and Virginia Berkeley, chair of the IFLA Section on School Libraries, September 13, 14, 15, 1978, in Bedford, U.K., before submission to UNESCO September 30, 1978.

## TABLE I

### MINIMUM STAFF FOR A SCHOOL LIBRARY MEDIA CENTRE

| Number of Students in School | Professional Staff | Support Staff | |
|---|---|---|---|
| | | Clerical | Technical |
| 1 - 250 | 0.5* | 1.0 | |
| 251 - 500 | 1.0 | 1.0 | 1.0 |
| 500 - above | 2.0 | 2.0 | 2.0 |

* The time of the professional staff member should never be less than 0.5 in schools of 250 students or less. The time of the professional staff member in the library media centre should be timetabled in such a way that it is possible to develop media programs with students and teachers at various times in the day.

TABLE 2

RECOMMENDED GROWTH RATE OF A COLLECTION

| Number of Students in School | Initial Book Collection* | Annual Additions of Items (3 per student)** | Total at End of 10 Year Growth Period |
|---|---|---|---|
| 1 - 100 | 1200 | 300 | 3900 |
| 101 - 200 | 2400 | 600 | 7800 |
| 201 - 300 | 3600 | 900 | 11,700 |
| 301 - 400 | 4800 | 1200 | 15,600 |
| 401 - 500 | 6000 | 1500 | 19,500 |
| 500 - above | 6000 | 2250 | 26,250 |

* These figures represent only books (including reference) and any audiovisual materials that the school may possess are not considered in this column.

** Items may be print or audiovisual materials, depending on the needs of the school. Replacements will be needed but have not been considered in this Chart.

TABLE 3

MINIMUM SPACE FOR A SCHOOL LIBRARY MEDIA CENTRE

| Number of Students in School | Basic Reading, Viewing, and Listening Area | Workroom | Office | Conference | Production | Multipurpose | Storage | Booth | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 1 - 250* | 93m$^2$ or 1000 sq.ft. | 37.2m$^2$ or 400 sq.ft. | 14m$^2$ or 151 sq.ft. | 14m$^2$ or 151 sq.ft. | | | | | 158.2m$^2$ or 1700 sq.ft. |
| 251 - 500 | 186m$^2$ or 2000 sq.ft. | 37.2m$^2$ or 400 sq.ft. | 28m$^2$ ** or 302 sq.ft. | 28m$^2$ or 302 sq.ft. | 83.7m$^2$ or 900 sq.ft. | 40m$^2$ or 431 sq.ft. | 55.79m$^2$ or 600 sq.ft. | 4.65m$^2$ or 50 sq.ft. | 463.34m$^2$ or 4981 sq.ft. |
| 501 - above | 279m$^2$ or 3000 sq.ft. | 37.2m$^2$ or 400 sq.ft. | 42m$^2$ or 453 sq.ft. | 28m$^2$ or 302 sq.ft. | 120m$^2$ or 1292 sq.ft. | 40m$^2$ or 431 sq.ft. | 55.79m$^2$ or 600 sq.ft. | 9.3m$^2$ or 100 sq.ft. | 574.99m$^2$ or 6181 sq.ft. |

* A school with fewer than 250 students should not go below this recommendation, and in this situation the workroom has to provide storage and production facilities.

** An office for production personnel is included.

Audiovisual materials

Audiovisual materials are understood to be globes, tactile objects, games, and toys as well as films, filmstrips, microforms, transparencies, and recordings which require special equipment in order to hear or see the content.

Computer assisted instruction (CAI)

The use of a computer to present instructional materials to a student allows for immediate feedback, self-pacing, branching, and record keeping.

Design, see Production.

Facilities

The facilities provide the basic structure for housing the collection and the users with the amenities appropriate to its use and the environment in which it is situated. Facilities also include the decoration, furniture, and equipment.

Goals

General statements of the desirable achievements are determined.

Individualized learning

Procedures take into account (in the objectives, content, and methodology) the particularities of the learner as opposed to autonomy (self-instruction).

Initial collection

The minimum quanitity of relevant materials and equipment considered essential in any school and is the basis for expansion.

Instructional development

A systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives on research, communication theories, and technology.

Item

An item is any of the materials considered useful for learning or teaching.

Media

Books, other printed materials, and audiovisual equipment, supplies, and materials are utilized in a combination in which each medium is distributed according to its potential (as opposed to the non-planned additive use of audiovisual materials).

Media Presentation

The presentation of information by means of the addition of media to the most common means of transferring information, the oral and print forms. An example is the use of an overhead transparency of a chart which, when projected, makes the information on the chart visible to everyone in the group as the lecture related to the chart is given orally. Another example is the availability of books on audio tapes for the blind. There are many combinations, but the slide and audio tape is one of the most common.

Media skills, see Retrieval skills.

Multisensory

The use of the senses of sight, hearing, taste, smell, and touch by which people learn in developing materials for learning.

Network

A number of information centres cooperate for the purpose of sharing information. Formal agreements usually are involved in establishing a network.

Objectives

Specific statements of the desirable outcomes of activities whose extent of accomplishment can be measured are determined.

Print materials

Print materials are books (monographs and sets of reference books), periodicals and serials, pamphlets, newspapers, maps, charts, and graphs.

Production

Teaching materials are designed by teachers to accomplish specific learning objectives and made by technical assistants. Students may also undertake the production of materials for learning with the assistance of technicians.

Program(s)

In general, activities stimulated, planned, undertaken, and evaluated by an agency can be termed programs. Specifically, all those activities emerging from and stimulated by the school library media centre and involving the use of media by students and teachers are termed programs.

Programmed instruction

Self-sufficient learning is based on valid, prestructured learning materials and specific learning objectives for learners with specific traits.

Reference skills, see Retrieval skills.

Referral service

Users are sent to other agencies with services more appropriate to the needs of the users. Agreements to provide such service should precede the referral of users.

Retrieval skills

Basic competencies are expected of persons in order for them to find sources of information, especially to use catalogs, indices, and bibliographies. Reference skills imply the evaluation of information and information sources. Media skills refer to the operation of audiovisual equipment.

School library media centre

A school library media centre is a collection of print and audiovisual materials centralized in each school under the supervision of professionally qualified school library media specialists.

School library media specialist

A school library media specialist is a person who has professional qualifications in the fields of education, librarianship, and audiovisual materials and is responsible for instructional decisions in assisting teachers and students.

School system

Several schools, primary and secondary, often situated in one city, have the same administrative head and one governing body.

Self-instruction

Methods, materials, and devices make it possible for a student to learn without direct help from a teacher. Generally, the guidance of a teacher is necessary at the beginning of study; but materials can be considered self-instructive if the student is expected to learn from them directly.

Technician

A media staff member who has competencies in special fields such as graphics production and display, photographic production, or television production.

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Other selected guidelines

American Association of School Librarians, American Library Association; Association for Educational Communications and Technology. Media programs: district and school. Chicago, Illinois, American Library Association, or Washington, D.C., Association for Educational Communications and Technology, 1975. viii, 128 p.

This is a revision of the 1969 Standards for school media programs. This revision delineates guidelines for school library media programs and resources essential for quality education. Topics discussed include personnel, operation of the media program, collections and facilities. Program and facilities arrangements at the district and regional levels are considered as well as alternative arrangements which may be implemented at the local level.

Association of College and Research Libraries, American Library Association; American Association of Community and Junior Colleges; Association for Educational Communications and Technology. Guidelines for two-year college learning resources programs. College and research libraries news. (Chicago, American Library Association), vol. 33, no. 7, December 1972, p. 805-815.

These guidelines include discussion of: the role of the learning resources program, objectives and purposes, organization and administration, budget, instructional systems components, services, and interagency cooperative activities.

Branscombe, Frederic; Newsom, Harry. Resource services for Canadian schools. Scarborough, Ontario, McGraw-Hill Ryerson, 1977. vi, 152 p.

This is a publication of the Joint Standards Committee of the Association for Media and Technology in Education in Canada and the Canadian School Library Association.

The Commonwealth Secondary Schools Libraries Committee. Standards for secondary school libraries. Canberra, Australia, Australian Government Publishing Service, 1971. 54 p.

Guidance is provided for determining educational qualifications for the development of secondary school libraries. Dual functions of the role of school librarian are emphasized: (1) involving the selection, evaluation and organization of materials to assist the educational program and (2) involving cooperation with teachers and guidance of students in developing the best ways of using available materials to achieve program goals. Planning for the provision of resources and facilities is advocated. Six sample floor plans are shown in the appendix.

Cueto Fernandini, Carlos y Lilly. Pongamos en marcha las bibliotecas. Lima, Peru, Sesator, 1969. 170 p.

The authors discuss goals for the school library, the importance of three basic factors--the materials collection, the location of the materials collection and the persons who organize and facilitate use of the materials with the children, the background of school library development in Peru, the action of parent volunteers, how to organize a school library with the aid of a public library and volunteers, organizing the

work of the volunteers to begin a school library, developing the materials collection and library program, plus activities suggested for vacations. The authors conclude with recommendations for guiding the school library to function efficiently.

Fothergill, Richard. Resource centres in colleges of education. London, Councils and Education Press, Books for Schools Limited, 1973. 128 p. (Working paper, 10.)

This is edited from a report to the National Council for Educational Technology.

The Library Association. School library resource centres. London, The Library Association, 1970. 14 p.

The purposes and functions of the school library, its administration, organization, and finance, as well as recommendations for staff, materials and quarters are included.

New Zealand Educational Institute. Primary school libraries. Wellington, New Zealand, New Zealand Educational Institute, 1970. 22 p.

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This manual answers questions about how to begin the small new school library. The advice on preservation of materials may be useful to localities with climates comparable to Nigeria. The facilities are those advocated by M. Bernice Wiese, School libraries and school librarianship. Singapore, Teacher Training College, 1971.

Penna, C. V. The planning of library and documentation services. Second edition revised and enlarged by P. H. Sewell and Herman Liebaers. Paris, UNESCO, 1970. 158 p.

Useful suggestions for national and regional planners of library services are provided. General discussion of the role and coordination of all types of libraries is offered. Emphasis is placed on the contribution of library services to education. Suggestions are made to plan developments of services in ways that they will be well-received by the general public. The concepts provided should be adapted to local situations.

Schools Commission. Books and beyond: guidelines for library resource facilities and services. Canberra, Australian Capital Territory: Department of Education, 1977. 58 p.

Easy-to-read advice for school library planners is included in sections concerning services, staffing, procedures to follow when planning resource services, concepts about scales and measures, resources, and furniture. Additional information includes a planning check list, a reading list and some quantitative tables designed to be used as guides.

Emphasis on facilities

Ellsworth, Ralph E. Academic library buildings: a guide to architectural issues and solutions. Boulder, Colorado, The Colorado Associated University Press, 1973. xvi, 530 p.

Many useful photographs and diagrams are included which would assist library media building planners, especially for facilities in technical and professional schools.

Ellsworth, Ralph E.; Wagener, Hobart D. The school library: facilities for independent study in the secondary school. New York, Educational Facilities Laboratories, 1963. 143 p.

The diagram on page 52 is very useful in planning the physical arrangements of school library media centres.

Hannigan, Jane Anne; Estes, Glenn E. (eds.). Media center facilities design. Chicago, American Library Association, 1978. ix, 117 p.

This is an expansion in scope and depth of "Charette: media facilities design" which appeared in School media quarterly, Spring 1974. Research and seasoned opinions are presented. Examples of topics included are: consideration of user needs, aesthetics, selection of initial media equipment, the politics of facility planning, problems of selecting facilities to serve both school and community needs and the restoration and renovation of media facilities. Recommended space allocations as well as technical and environmental considerations are discussed. A recommended list of resources is provided for those who plan school

media center facilities: school library media specialists, school administrators, advisory boards, parent groups and students.

Hauf, Harold D.; Koppes, Wayne F.; Green, Alan C.; Gassman, Morton C.; Haviland, David S. New spaces for learning: designing college facilities to utilize instructional aids and media. Revised edition. Troy, New York, Center for Architectural Research, School of Architecture, Rensselaer Polytechnic Institute, 1966. 137 p.

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Taylor, James L.; Mahar, Mary Helen; Darling, Richard L. Library facilities for elementary and secondary schools. Washington, D.C., U.S. Government Printing Office, 1966. viii, 43 p. (OE-15050, Special publication, 10.)

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conditioning of space for library quarters. Appendixes contain selected references and a checklist of furniture and equipment.

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This is a report of a Schools Council Resource Centre Project, established in September 1970, "to identify the various problems which face schools and authorities wishing to develop resource centres, and to determine what have so far been found to be the most suitable and practicable methods of solving them, having regard to a wide variety of existing conditions. Special attention will be paid to indexing, storage and retrieval systems."

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Jennex, Gil. Central services to isolated schools: a northern territory view. In: International Association of School Librarianship, conference papers. Melbourne, Australia, p. 164-168. Kalamazoo, Michigan, School of Librarianship, Western Michigan University, 1978. 276 p.

Unique media mobiles and teaching services for library media skills are described.

Nickel, Mildred L. Steps to service: a handbook of procedures for the school library media center. Chicago, American Library Association, 1975. xii, 124 p.

This practical handbook has proved to be useful for both new and experienced school library media specialists.